

## Chesnee High

795 South Alabama Ave.  
Chesnee, South Carolina 29323

**Grades** 9-12 High School

**Enrollment** 612 Students

**Principal** Thomas E. Ezell 864-461-7318

**Superintendent** Dr. Scott J. Mercer 864-578-0128

**Board Chair** Mrs. Joyce M. Wright 864-578-0128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	18	6	2	0

## IMPROVEMENT RATING

## BELOW AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

## NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Excellent	Yes
2005	Good	Below Average	Yes
2006	Average	Below Average	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	76.9	81.6	77.2	77.9	74.7	76.2
Passed 1 subtest	7.7	11.8	6.9	11.7	13.5	11.0
Passed no subtests	15.4	6.6	15.9	10.4	11.8	12.9

**HSAP PASSAGE RATE BY SPRING 2006**

	Our School	High Schools with Students Like Ours
Percent	90.7%	92.3%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	10.7	14.5
Seniors who met the SAT/ACT requirement	10.7	15.3
Seniors who met the grade point average	54.5	51.8

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	Our School	High Schools with Students Like Ours
Number of Students	197	256
Number of Diplomas	110	187
Rate	55.8%	75.1%

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.3	80.5
English 1	55.3	65.6
Biology 1/Applied Biology 2	76.3	65.8
Physical Science	48.8	47.2
All Subjects	65.5	63.8

**PERFORMANCE BY STUDENT GROUPS**

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	151	90.7	121	10.7	110	55.8	No
<b>Gender</b>							
Male	72	90.3	52	13.5	82	57.3	N/A
Female	79	91.1	69	8.7	91	69.2	N/A
<b>Racial/Ethnic Group</b>							
White	124	94.4	99	13.1	145	64.1	N/A
African American	22	72.7	19	0.0	24	58.3	N/A
Asian/Pacific Islander	3	100.0	2	0.0	2	100.0	N/A
Hispanic	2	50.0	1	0.0	2	50.0	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	126	96.0	113	11.5	171	58.5	N/A
Disabilities other than speech	25	64.0	8	0.0	26	38.5	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	151	90.7	121	10.7	197	55.8	N/A
<b>English Proficiency</b>							
Limited English Proficient	2	50.0	1	0.0	2	50.0	N/A
Non-Limited English Proficient	149	91.3	120	10.8	195	55.9	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	46	80.4	59	50.8	59	50.8	N/A
Full-pay meals	105	95.2	88	14.8	138	58.0	N/A

n = number of students on which percentage is calculated

**Abbreviations for Missing Data**

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**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 52.3%</b>									
All Students	144	93.8	13.3	33.3	33.3	20.0	59.3	Yes	Yes
<b>Gender</b>									
Male	78	93.6	16.4	39.7	27.4	16.4	50.7	N/A	N/A
Female	66	93.9	9.7	25.8	40.3	24.2	69.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	120	92.5	9.0	34.2	33.3	23.4	64.0	Yes	Yes
African American	21	100.0	33.3	28.6	33.3	4.8	38.1	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	124	93.5	6.0	33.6	37.9	22.4	67.2	N/A	N/A
Disabled	20	95.0	57.9	31.6	5.3	5.3	10.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	144	93.8	13.3	33.3	33.3	20.0	59.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	141	93.6	12.9	33.3	33.3	20.5	59.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	77	93.5	19.4	38.9	26.4	15.3	47.2	Yes	Yes
Full-pay meals	67	94.0	6.3	27.0	41.3	25.4	73.0	N/A	N/A
<b>Mathematics – State Performance Objective = 50.0%</b>									
All Students	144	93.8	13.3	30.4	31.9	24.4	71.9	Yes	Yes
<b>Gender</b>									
Male	78	93.6	11.0	31.5	32.9	24.7	72.6	N/A	N/A
Female	66	93.9	16.1	29.0	30.6	24.2	71.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	120	92.5	10.8	27.9	32.4	28.8	78.4	Yes	Yes
African American	21	100.0	28.6	38.1	28.6	4.8	42.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	124	93.5	8.6	29.3	33.6	28.4	75.9	N/A	N/A
Disabled	20	95.0	42.1	36.8	21.1	N/A	47.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	144	93.8	13.3	30.4	31.9	24.4	71.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	141	93.6	13.6	29.5	31.8	25.0	72.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	77	93.5	19.4	31.9	30.6	18.1	61.1	Yes	Yes
Full-pay meals	67	94.0	6.3	28.6	33.3	31.7	84.1	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 612)</b>				
Retention rate	10.1%	Down from 11.6%	6.3%	7.0%
Attendance rate	95.1%	Up from 93.4%	95.3%	95.5%
Eligible for gifted and talented	7.7%	Down from 9.8%	12.2%	7.9%
With disabilities other than speech	11.9%	Down from 13.5%	12.1%	12.3%
Older than usual for grade	6.9%	Up from 6.6%	8.5%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	1.8%	1.2%
Enrolled in AP/IB programs	15.5%	Down from 20.1%	9.9%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	10.7%		13.0%	10.2%
Annual dropout rate	5.0%	Up from 4.0%	3.2%	2.8%
Career/technology students in co-curricular organizations	0.0%	No change	1.2%	3.5%
Enrollment in career/technology center courses	343	Up from 320	371	448
Students participating in worked-based experiences	4.3%	Up from 2.1%	27.0%	24.2%
Career/technology students mastering core competencies	90.4%	Up from 86.6%	81.0%	80.0%
Career/technology completers placed	100.0%	No change	99.1%	99.1%

\* Using only SAT/ACT and Grade Point Average requirements.

**Teachers (n= 36)**

Teachers with advanced degrees	55.6%	Up from 50.0%	59.4%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.8%	N/A	7.2%	9.6%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	5.9%	9.9%
Teachers returning from previous year	93.5%	Up from 89.1%	86.3%	86.3%
Teacher attendance rate	92.6%	Down from 92.9%	95.8%	95.3%
Average teacher salary	\$45,163	Up 4.2%	\$43,497	\$42,943
Prof. development days/teacher	9.8 days	Down from 10.3 days	10.8 days	11.2 days

**School**

Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	27.4 to 1	Down from 29.8 to 1	26.8 to 1	25.7 to 1
Prime instructional time	86.3%	Up from 84.6%	89.9%	89.3%
Dollars spent per pupil*	\$6,644	Up 12.6%	\$6,683	\$6,792
Percent of expenditures for teacher salaries*	49.9%	Down from 51.8%	54.3%	55.3%
Percent of expenditures for instruction*	54.2%		60.0%	61.1%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	72.2%	Up from 66.4%	93.5%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Good	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	Yes

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Chesnee High School has had another very successful school year. We started a credit recovery program using our Plato computer program. This is helping students remain on grade level and providing academic assistance for students if they start having difficulty in their classes. The school intensified efforts to increase the first attempt passing rate for the reading, writing and math portions of the exit exam. Students targeted for academic assistance based on previous standardized test results received tutorial test taking strategies, and tutorial assistance in English and Math. Teachers worked together and with departments to make sure all the state standards were being addressed in the appropriate time in each student's educational career. Emphasis was also placed on end of course testing this year. EOC tests were given in English, Algebra I, Math Tech, Physical Science and Biology I that counted 20% of student's grade.

SAT and ACT skills and strategies were incorporated into every curriculum area, allowing students to experience the content and the format of both the SAT and ACT. SAT and ACT verbal and math tutoring sessions were conducted for students prior to each administration of these tests. Tenth graders took the PSAT test.

One of the challenges we face is one faced by many schools in South Carolina. We have an increasing student population and limited space for classrooms and activities that accompany the growth. We have several classes in outside buildings and several teachers that have to use other teachers' rooms during their preparation class. These challenges are being addressed through our district's long-range building plan. As a result of our efforts, Chesnee High School expects to improve our exit exam passing rate, college entrance exam scores, graduation rate, and the preparation of our students for post-secondary education and careers.

Thomas E Ezell, Principal  
Stephanie Cash, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	38	94	9
Percent satisfied with learning environment	94.7%	81.9%	I/S
Percent satisfied with social and physical environment	92.1%	84.0%	I/S
Percent satisfied with school-home relations	73.7%	88.6%	I/S

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.